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IDENTIFIERS *Hungary

ABSTRACT

This document contains two case studies which provide an idea of the types of adult education programs available in Hungary. The first case study, prepared by Mihaly Sari, describes "The Month of Protecting Our Environment," a program developed in the small town of Puspokladany by a club of amateur anglers, a society for propagating scientific knowledge, and a cultural center of the town. During the years 1983-1987, the people involved in the program have worked to protect the wildlife of the lakes around the town, to convince everyone of the necessity of joint action in preserving the environment, and to urge voluntary action for the advantage of the communities. Activities such as lectures and video presentations are carried out during January each year. The program has been very successful and has been started in other towns. The second case study, by Matyas Durko describes "Realities of Our Time," an out-of-school, nonformal, adult education movement based on voluntary, annual competition. The basis for the program is the worker's brigade movement in which groups aim to achieve the title of socialist workers' brigade. The brigades of workers volunteering for the movement pledge to attain knowledge in at least four different cultural subjects and to compete with other brigades in those fields. Participants study alone or in small groups for about five months, then compete in a four-round competition. The movement has been successful in improving workers' knowledge and work output, although some problems in procedures have been noted. In addition to the two case descriptions, the document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (KC)

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ED311171

# WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: HUNGARY

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August, 1989

# WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

## PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

## ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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# CASE DESCRIPTIONS - BY COUNTRY

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| *1A/1-8 | ARGENTINA | Overview | Adult Education in Latin America | Isabel Hernandez |
| *1B/1-7 | | Disadvantaged | Education and Elders | Isabel Hernandez |
| 2A/1-26 | AUSTRALIA | Agriculture | Farm Manage. Home Study Program | Barry O'Neill |
| 2B/1-10 | | Citizen | Increasing Citizen Participation in Local Government | Bob Holderness-Roddam |
| 2C/1-11 | | Disadvantaged | School for Seniors | Olga Benham & Sue Vickers |
| 2D/1-16 | | Disadvantaged | Community Living Project | Kath Bleechmore |
| 2E/1-12 | | Disadvantaged | Learning for the Less Mobile | Judith Elsworth |
| 2F/1-9 | | Disadvantaged | UNElearn Group Discuss. Correspond. Programme | Ned Iceton |
| 2G/1-15 | | Disadvantaged | Women's Access Prog. | Helen Lanauze |
| 2H/1-37 | | Disadvantaged | Aboriginal Vill. Comm. | Natascha McNamara |
| 2J/1-12 | | Family | Marriage Enrichment | David Kerr |
| 2K/1-22 | | Health | Women's Health--The Middle Years | Deirdre Degeling, Diane Bennett, Fran Everingham |
| 2L/1-9 | | Higher | Preparatory Studies | Michael Crock & Caroline Cottman |
| 2M/1-15 | | Leisure | Discussion Program--Council of Ad. Ed. | Joanne Lee Dow |
| 2N/1-9 | | Leisure | CCE Community Education Program | Bettina Fiegel |
| 2P/1-15 | | Literacy | NSW Board of Adult Ed.--Literacy | Rosie Wickert |

*New cases received since March 1988.

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 2Q/1-10 | AUSTRALIA | Personal Citizen | Carringbush Library | Marian Letchen |
| 2R/1-11 | | Professional, Other | Refresher Ed. for Company Directors | John Brady |
| 2S/1-12 | | Professional, Other, Family Citizen | Social Developer's Network | Ned Iceton |
| 2T/1-6 | | Professional, Other | Welcare Program | J. A. McDonell |
| 2U/1-5 | | Professional, Tech. | CPE for Veterinarians | D. Bryden |
| 2V/1-17 | | Professional, Tech. | Country Pediatric Program | Hank Duyverman |
| 2W/1-27 | | Workers | Trade Union Postal Courses Scheme | Elizabeth Bluff |
| 2X/1-11 | | Workers Literacy | Workplace Basic Ed. Project | Jude Newcombe, et al. |
| *2Y/1-2 | | Literacy | Adult Migrant Education | William McGrath |
| *2Z/1-11 | | Personal | Self-Help Adult Education: Univ. of the Third Age | Rick Swindell |
| 4A/1-11 | CAMEROON | Agriculture | AE Progs. in Cameroon | J. A. Nyemba |
| 4B/1-18 | | Agriculture | Agriculture Univ. Center in Extension Program Implementation | J. A. Nyemba |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 5A/1-10 | CANADA | Citizen | Buchans Community Trans. Proj. | David Curran |
| 5B/1-16 | | Citizen Workers | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 5C/1-11 | | Health Workers | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |
| 5D/1-8 | | Higher | Distance Ed. at U. Victoria | Margaret Haughey |
| 5E/1-20 | | Literacy | Bathurst Heights Ad. Learning Centre | E. Elysee-Cohen |
| 5F/1-10 | | Literacy | East End Literacy | Elaine Gaber-Katz |
| 5G/1-45 | | Literacy | Learner-Centred Social Services Model of ABE | Patricia A.Rundle |
| 5H/1-22 | | Other | Residential AE in Canada | Wenda Abel |
| 5J/1-16 | | Professional, Tech. | Self Dir. Learning App. to the Training of Medical Doctors | Lynne McTaggart |
| 5K/1-18 | | Professional, Tech. | CPE Program for Family Physicians | Penny A. Jennett |
| *5L/1-13 | | Literacy | International: Literacy and Development | James A. Draper |
| *7A/1-29 | CHILE | Agriculture | Centro El Canelo De Nos | Patricio Donoso |
| *7B/1-12 | | Agriculture | Chile: An Experiment in Nonformal Education in Rural Areas | Marcela Gajardo |
| 6A/1-18 | CHINA | Overview | Chinese Adult Education--At Present and in Prospect | Dong Mingchuan & Zhu Zhongdan |
| 6B/1-25 | | Overview | Aging Issue and Education for the Aged | Dong Mingchuan & Zhu Zhongdan |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| *6C/1-6 | CHINA | Overview | Adult Education in Beijing Municipality | Fu Youren |
| *6D/1-8 | | Higher | A University Without Campus | Lin Jun |
| *6E/1-9 | | Workers | A Survey of Beijing's Workers University Graduates | Liu Yongqian |
| *6F/1-40 | | Overview | Postsecondary Education in China | Dong Mingchuan |
| *9A/1-34 | CZECHOSLOVAKIA | Overview Workers | Czechoslovakian Adult Education | Kamil Skoda |
| *9B/1-12 | | Other | House of Culture and Its Function in Adult Education | Pavel Hartl |
| 13A/1-17 | FINLAND | Other | Experimentation in Ad. Ed. Centers | Mirja Virtala |
| 13B/1-4 | | Other | Beginning of Ad. Ed. Planning at the Municipal Level | Jorma Kauppinen |
| 13C/1-6 | | Other | Experiments in Voc. Ad. Ed. | Lea Salminen |
| 13D/1-10 | | Professional, Other | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 13E/1-6 | | Workers | Union History Project: Study Circles Doing Research | Jorma Kalela |
| 13F/1-10 | | Workers | School for Teaching ADP | Markku Suortamo |
| 13G/1-4 | | Workers | Instruction in Info. Technology | Kerttu Vepsalainen |
| 13H/1-5 | | Workers | Role of Training in Changing a Work Organization | Anneli Pulkkis<br>Veikko Teikari<br>Matti Vartiainen |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 15A/1-11 | GERMANY, FED. REP. | Agriculture | Counseling Courses in Agriculture | Helmut Bugl<br>Felicitas Fehrenbach-Neuman |
| 15B/1-11 | | Citizen | State Center for Political Ed. | Siegfried Schiele |
| 15C/1-19 | | Health<br>Family<br>Personal<br>Other | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | | Health<br>Family<br>Personal | Adult Ed. Center | Gabriele Werner |
| 15E/1-14 | | Personal<br>Disadvantaged | Voc. & Social Integration for Turkish Women | Susanne Meyder |
| 15F/1-15 | | Professional, Tech. | Professional Training for Med. Specialists | Hans E. Renschler |
| 15G/1-13 | | Professional, Tech. | In-service Training at Busch | Peter Kilgenstein |
| 15H/1-17 | | Professional, Other<br>Higher<br>Personal | Courses by Radio | Peter Schmoock |
| 15J/1-17 | | Professional, Tech.<br>Professional, Other<br>Higher | CE Center at Univ. of Tubingen | Rainer Funke |
| 15K/1-11 | | Secondary | Evening High School | H. Taigel |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 15L/1-11 | GERMANY, FED. REP. | Workers | Center for Cont. Voc. Training, Chamber of Industry & Trade | Nils Peter Esmann Franz Bihler |
| 15M/1-15 | | Workers | Cont. Ed. in Training Companies | Michael Eisenmann |
| 15N/1-17 | | Workers Professional, Tech. | Human Resource & Organ. Dev. | Colin A. Guthrie |
| *15P/1-11 | | Personal | Women's Museum-Wiesbaden | Kim Engels Beatrixe Klein |
| 16A/1-9 | GHANA | Professional, Other | Training Teachers by Distance Education Methods | Joe K. Ansere |
| 16B/1-33 | | Workers | Multi-media Appr. to Effective Teaching | Eric A. Mensah |
| *17A/1-18 | GREECE | Professional, Other | In-service Teachers Training in Greece | Michael Kassotakis |
| 19A/1-6 | HONG KONG | Literacy | Literacy Program | Grace Mak |
| *20A/1-19 | HUNGARY | Personal | Protecting Our Environment | Mihaly Sari |
| *20B/1-33 | | Workers | Realities of Our Time | Matyas Durko |
| 21A/1-33 | INDIA | Literacy | Literacy Program | R. Jayagopal |
| 21B/1-4 | | Literacy | Punjab Association | R. Jayagopal |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 21C/1-6 | INDIA | Workers | National Council for Hotel Management and Catering Technology | R. Jayagopal |
| *21D/1-4 | | Health<br>Family<br>Citizen | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22A/1-14 | IRELAND | Agriculture | Certification in Farming | Michael Hassett |
| 22B/1-10 | | Citizen<br>Professional, Other | Training of Comm. Enter. Animateurs | Tom Collins |
| 22C/1-16 | | Family | Family Life Education Premarriage | Liam McCarthy |
| 22D/1-16 | | Family<br>Other | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 22E/1-13 | | Health | Extra-mural Studies in Drug & Alcohol Addiction | Mary Ellen McCann |
| 22F/1-10 | | Professional, Other | Extra-mural Studies | Mary Kett |
| 22G/1-13 | | Other | Maynooth Adult Daytime Education | (MADE) |
| 22H/1-13 | | Other | Extra-mural Diplo. Course in Religious Studies | Sr.Benedict Rouine |
| 22J/1-10 | | Higher<br>Personal<br>Other | Irish Language TV Program | John MacMahon |
| 22K/1-11 | | Professional, Other | Extra-mural Studies in Basic Counseling | Muireann Conaty |

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| 22L/1-24 | IRELAND | Professional, Other | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | | Professional, Other | Training Part-Time Ad. Ed. at Local Level | James Marsden |
| 22N/1-14 | | Professional, Other | Natl. Police Officer CE & Training | P. J. Moran |
| 22P/1-11 | | Professional, Other Health | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 22Q/1-12 | | Workers | Diploma in Manag. & Industrial Relations | John Ryan |
| 23A/1-14 | ISRAEL | Family Citizen | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| *23B/1-6 | | Literacy | Comparative Analysis of Literacy Education | Rachel Tokatli |
| 24A/1-11 | ITALY | Citizen | Public and Library: A Plan for the Education of Adults | Paolo Federighi |
| 24B/1-10 | | Citizen Other | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | | Citizen Personal Other | Center for Cont. Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | | Citizen Other | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |

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| 24E/1-10 | ITALY | Other | Adult Education in Bologna | Mario Ricci |
| 24F/1-18 | | Overview | Educational Aims for the Year 2000: Adult Education for the City of Prato | Filippo M. DeSanctis |
| 24G/1-11 | | Personal | Provincial Administration of Moderna | Vanna Tori |
| 24H/1-6 | | Personal | University of the Third Age-Orvieto | Lucio del Corno |
| *24J/1-6 | | Personal Citizen | Mass Media and Adult Education in Sardenia | Fabio Masala |
| 25A/1-32 | JAPAN | Citizen | Ed. and the Integration of Community Services | Kazufusa Moro'oka |
| *25B/1-13 | | Leisure | Citizen's Learning Network | Miwa Toko |
| *25C/1-20 | | Higher | The Founding of a University for Senior Citizens | Takashi Fukuchi |
| 26A/1-12 | KOREA, DPR | Overview Workers | Overview | Nam Jin U |
| 29A/1-17 | NETHERLANDS | Literacy | Open School | Maatje Balde |
| 29B/1-17 | | Literacy | Study House for Adults | Emmy Wilson |
| 29C/1-18 | | Literacy | Dutch as a Foreign Language | Emmy Wilson |
| 29D/1-20 | | Literacy Disadvantaged | Dutch as a Foreign Language | E. R. T. Zuidhoff |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 29E/1-17 | NETHERLANDS | Other | Television Academy | Anja Dircken |
| 29F/1-20 | | Professional, Other | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | | Professional, Other | In-service Occupational Training | R. Zuidhoff |
| 29H/1-16 | | Professional, Tech. | Advanced Nursing Course | Henny Van Der Stel-Overdulve |
| 29J/1-16 | | Professional, Tech. | Part-time Training - Sick Care | Henny Van Der Stel-Overdulve |
| 29K/1-19 | | Professional, Tech. | In-Service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | | Professional, Tech. | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | | Professional, Tech. | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | | Professional, Tech. | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | | Professional, Tech. | Medical Specialists | Bea Oosting |
| 29Q/1-8 | | Workers | Occupational Retraining in Office Skills | Maatje Balde |
| *29R/1-28 | | Literacy | Language School for Refugees | E. Stark |
| *29S/1-17 | | Personal | Assertivity Course | G. Nijhof |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| *29T/1-18 | NETHERLANDS | Personal | Pre-Retirement Education | B. van Straalen-van Waard |
| *29U/1-20 | | Workers | Re-entry Course for Women in Construction Trades | R. de Ruiter |
| *29V/1-18 | | Workers | Management and Computer Education for Re-entry Women | E. Stark |
| *30A/1-50 | NIGERIA | Literacy | Model Adult Literacy Classes | J. T. Okedara |
| *30B/1-43 | | Higher | Correspondence Education | J. T. Okedara |
| *30C/1-31 | | Higher | Remedial Education | J. T. Okedara |
| *30D/1-24 | | Health | Guinea Worm Eradication Program: Community Education in Nigeria | Clement N. Anyanwu |
| *30E/1-28 | | Professional, Other | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| 30F/1-20 | | Workers | Workers' Education in Nigeria | P. N. C. Ngwu |
| 30G/1-40 | | Workers | Women Education in Oyo State, Nigeria | C. A. Okedara |
| 31A/1-15 | NORWAY | Professional, Other Higher | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| *33A/1-35 | PORTUGAL | Agriculture | Management Groups as a Method of Rural Extension | Alvaro Soares de Melo |
| *33B/1-27 | | Agriculture | Rural Extension Program Evaluation | Artur F.A.C. Cristovao |
| *35A/1-28 | ST. LUCIA | Agriculture | Caribbean Agricultural Extension Program | Dunstan Campbell and Lorilee Sandmann |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 34A/1-19 | SAUDI ARABIA | Literacy | Illiteracy Eradication & Adult Education | Mohammed A. Al Rasheed, A. Al Sunbul |
| 36A/1-8 | SWEDEN | Literacy | Basic Education for Adults in Sweden | Per Olof Thang |
| 36B/1-21 | | Higher | Distance Education at the Univ. Level | Birgitta Willen |
| 36C/1-10 | | Secondary Overview | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 36D/1-13 | | Workers | Corporate Classrooms | Kenneth Abrahamsson |
| 36E/1-9 | | Workers | Labor Market Training in Sweden | Per Olof Thang |
| *36F/1-9 | | Citizen | Popular Education in Sweden | Lars Arvidsson |
| *37A/1-8 | SWITZERLAND | Professional, Tech. | Formative Research in Swiss French Agric. Schools | Pierre Dominice Matthias Finger |
| 38A/1-25 | TANZANIA | Agriculture | Training for Rural Development | Aida Isinika |
| *40A/1-42 | UNITED KINGDOM | Health | Heartbeat Wales | Donald Nutbeam |
| 41A/1-7 | U.S.A. | Agriculture | Coop. Ext. Service (Local) | Alan B. Knox |
| 41A/8-30 | | Agriculture | Coop. Ext. Service (National) | William M. Rivera |
| 41B/1-16 | | Citizen | Natl. Issues Forum | Alan B. Knox |
| 41C/1-21 | | Citizen | Educational Programs for Government Officials | Harvey Schweitzer, Nancy Lauts, Charles Kozoll |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 41D/1-9 | U.S.A. | Disadvantaged | YWCA Refugee Program | Linda B. Knox |
| 41E/1-15 | | Higher | Indiana U. Independent Study by Correspondence | Frank R.DISilvestro |
| 41F/1-25 | | Literacy | Adult Basic Education | Alan B. Knox |
| 41G/1-13 | | Health | Alcoholics Anonymous | Alan B. Knox |
| 41H/1-28 | | Professional, Tech. | Continuing Medical Education | Thomas G. Pearson & Ronald M. Cervero |
| 41J/1-11 | | Workers | Credit Union Staff Development | Alan B. Knox |
| *41K/1-11 | | Literacy | Libraries and Literacy--Tulsa | Debra W. Johnson |
| *41M/1-11 | | Literacy | Libraries and Literacy--Weirton | Debra W. Johnson |
| *41N/1-7 | | Professional, Other | Helping Stock Brokers Cope with Stress | Alan B. Knox |
| 42A/1-17 | U.S.S.R. | Other | ZNANIE Society | Yuri Fishevski |
| 42B/1-9 | | Professional, Tech. | Continuing Medical Education | F. Vartanian, D. Orlov E. Nazarova |
| 45A/1-16 | YUGOSLAVIA | Agriculture | Vet. Ed. in the Farming Population | Branko Rebesko |
| 45B/1-15 | | Agriculture Professional, Other | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 45C/1-13 | | Family Health | Nutrition Education | Mara Rupena Osolnik |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 45D/1-11 | YUGOSLAVIA | Literacy | Basic Adult Education | Radivoje Kulic |
| 45E/1-27 | | Literacy Professional, Other | Research Into and Training In Literacy | Dusan M. Savicevic |
| 45F/1-10 | | Literacy Workers | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 45G/1-29 | | Workers | Dev. of Training in Sava, Kranj | Ema Pec |
| *45H/1-19 | | Workers | Self Management at Worker's Universities | Milka Oljaca |

## CASE DESCRIPTIONS - BY CATEGORY

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
|---|---|---|---|---|
| 2A/1-26 | Agriculture | AUSTRALIA | Farm Manage. Home Study Program | Barry O'Neill |
| 4A/1-11 | Agriculture | CAMEROON | AE Progs. in Cameroon | J. A. Nyemba |
| 4B/1-18 | Agriculture | CAMEROON | Agriculture Univ. Center in Extension Program Implementation | J. A. Nyemba |
| *7A/1-29 | Agriculture | CHILE | Centro El Canelo De Nos | Patricio Donoso |
| *7B/1-12 | Agriculture | CHILE | Chile: An Experiment in Nonformal Education in Rural Areas | Marcela Gajardo |
| 15A/1-11 | Agriculture | GERMANY | Counseling Courses in Agriculture | Helmut Bugl<br>Felicitas Fehrenbach-Neuman |
| 22A/1-14 | Agriculture | IRELAND | Certification in Farming | Michael Hassett |
| *33A/1-35 | Agriculture | PORTUGAL | Management Groups As A Method of Rural Extension | Alvaro Soares de Melo |
| *33B/1-27 | Agriculture | PORTUGAL | Rural Extension Program Evaluation | Artur F.A.C. Cristovao |
| *35A/1-28 | Agriculture | ST. LUCIA | Caribbean Agricultural Extension Program | Dunstan Campbell and Lorilee Sandmann |
| 38A/1-25 | Agriculture | TANZANIA | Training for Rural Development | Aida Isinika |
| 41A/1-7 | Agriculture | U.S.A. | Coop. Ext. Service (Local) | Alan B. Knox |
| 41A/8-30 | Agriculture | U.S.A. | Coop. Ext. Service (National) | William M. Rivera |
| 45A/1-16 | Agriculture | YUGOSLAVIA | Vet. Ed. in the Farming Population | Branko Rebesko |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 2B/1-10 | Citizen | AUSTRALIA | Increasing Citizen Participation in Local Government | Bob Holderness-Roddam |
| 2Q/1-10 | Personal Citizen | AUSTRALIA | Carringbush Library | Marian Letchen |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 5A/1-10 | Citizen | CANADA | Buchans Community Trans. Proj. | David Curran |
| 5B/1-16 | Citizen Workers | CANADA | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 15B/1-11 | Citizen | GERMANY | State Center for Political Ed. | Siegfried Schiele |
| *21D/1-4 | Health Family Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22B/1-10 | Citizen Professional, Other | IRELAND | Training of Comm. Enter. Animateurs | Tom Collins |
| 24B/1-10 | Citizen Other | ITALY | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | Citizen Personal Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | Citizen Other | ITALY | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 24A/1-11 | Citizen | ITALY | Public and Library: A Plan for the Education of Adults | Paolo Federighi |
| *24J/1-6 | Personal Citizen | ITALY | Mass Media and Adult Education in Sardinia | Fabio Masala |
| 25A/1-32 | Citizen | JAPAN | Ed. and the Integration of Community Services | Kazufusa Moro'oka |
| 41B/1-16 | Citizen | U.S.A. | Natl. Issues Forum | Alan B. Knox |
| 41C/1-21 | Citizen | U.S.A. | Educational Programs for Government Officials | Harvey Schweitzer, Nancy Lauts, Charles Kozoll |
| 23A/1-14 | Family Citizen | ISRAEL | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| *36F/1-9 | Citizen | SWEDEN | Popular Education in Sweden | Lars Arvidsson |
| *1B/1-7 | Disadvantaged | ARGENTINA | Education and elders | Isabel Hernandez |
| 2C/1-11 | Disadvantaged | AUSTRALIA | School for Seniors | Olga Benham & Sue Vickers |
| 2D/1-16 | Disadvantaged | AUSTRALIA | Community Living Project | Kath Bleechmore |
| 2F/1-9 | Disadvantaged | AUSTRALIA | UNElearn Group Discuss. Correspond. Programme | Ned Iceton |
| 2G/1-15 | Disadvantaged | AUSTRALIA | Women's Access Prog. | Helen Lanauze |
| 2H/1-37 | Disadvantaged | AUSTRALIA | Aboriginal Vill. Comm. | Natascha McNamara |
| 2E/1-12 | Disadvantaged | AUSTRALIA | Learning for the Less Mobile | Judith Elsworth |
| 15E/1-14 | Personal Disadvantaged | GERMANY | Voc. & Social Integration for Turkish Women | S. Meyder |
| 29D/1-20 | Literacy Disadvantaged | NETHERLANDS | Dutch as a Foreign Language | Emmy Wilson |

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| 41D/1-9 | Disadvantaged | U.S.A. | YWCA Refugee Program | Linda B. Knox |
| 2J/1-12 | Family | AUSTRALIA | Marriage Enrichment | David Kerr |
| 2S/1-12 | Professional<br>Other<br>Family<br>Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 15A/1-11 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| 15C/1-19 | Health<br>Family<br>Personal<br>Other | GERMANY | Catholic Ed. Organ. | Peter Muller |
| *21D/1-4 | Health<br>Family<br>Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22C/1-16 | Family | IRELAND | Family Life Education Premarriage | Liam McCarthy |
| 22D/1-16 | Family<br>Other | IRELAND | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 23A/1-14 | Family<br>Citizen | ISRAEL | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| 2K/1-22 | Health | AUSTRALIA | Women's Health--The Middle Years | Deirdre Degeling, Diane Bennett, Fran Everingham |
| 5C/1-11 | Health Workers | CANADA | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 15C/1-19 | Health<br>Family<br>Personal<br>Other | GERMANY | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| *21D/1-4 | Health<br>Family<br>Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22E/1-13 | Health | IRELAND | Extra-mural Studies in Drug & Alcohol Addiction | Mary Ellen McCann |
| 22P/1-11 | Professional, Other Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 22P/1-11 | Professional, Other Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| *30D/1-24 | Health | NIGERIA | Guinea Worm Eradication Program: Community Education in Nigeria | Clement N. Anyanwu |
| *40A/1-42 | Health | UNITED KINGDOM | Heartbeat Wales | Donald Nutbeam |
| 41G/1-13 | Health | U.S.A. | Alcoholics Anonymous | Alan B. Knox |
| 45C/1-13 | Family<br>Health | YUGOSLAVIA | Nutrition Education | Mara Rupena Osolnik |
| 2L/1-9 | Higher | AUSTRALIA | Preparatory Studies | Michael Crock & Caroline Cottman |
| 5D/1-8 | Higher | CANADA | Distance Ed. at U. Victoria | Margaret Haughey |

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| *6D/1-8 | Higher | CHINA | A University Without Campus | Lin Jun |
| 15H/1-17 | Professional, Tech<br>Higher<br>Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech.<br>Professional, Other<br>Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 22J/1-10 | Higher<br>Personal<br>Other | IRELAND | Irish Language TV Program | John MacMahon |
| *25C/1-20 | Higher | JAPAN | The Founding of a University for Senior Citizens | Takashi Fukuchi |
| *30B/1-43 | Higher | NIGERIA | Correspondence Education | J. T. Okedara |
| *30C/1-31 | Higher | NIGERIA | Remedial Education | J. T. Okedara |
| 31A/1-15 | Professional, Other<br>Higher | NORWAY | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| 36B/1-21 | Higher | SWEDEN | Distance Education at the Univ. Level | Birgitta Willen |
| 41E/1-15 | Higher | U.S.A. | Indiana U. Independent Study by Correspondence | Frank R.DiSilvestro |
| 2N/1-9 | Leisure | AUSTRALIA | CCE Community Education Program | Bettina Fiegel |
| 2M/1-15 | Leisure | AUSTRALIA | Discussion Program--Council of Ad. Ed. | Joanne Lee Dow |

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| *25B/1-13 | Leisure | JAPAN | Citizen's Learning Network | Miwa Toko |
| 2P/1-15 | Literacy | AUSTRALIA | NSW Board of Adult Ed.--Literacy | Rosie Wickert |
| *2Y/1-2 | Literacy | AUSTRALIA | Adult Migrant Education | William McGrath |
| 5E/1-20 | Literacy | CANADA | Bathurst Heights Ad. Learning Centre | E. Elysee-Cohen |
| 5F/1-10 | Literacy | CANADA | East End Literacy | Elaine Gaber-Katz |
| 5G/1-45 | Literacy | CANADA | Learner-Centred Social Services Model of ABE | Patricia A.Rundle |
| *5L/1-13 | Literacy | CANADA | International: Literacy and Development | James A. Draper |
| 19A/1-6 | Literacy | HONG KONG | Literacy Program | Grace Mak |
| 21A/1-33 | Literacy | INDIA | Literacy Program | R. Jayagopal |
| 21B/1-4 | Literacy | INDIA | Punjab Association | R. Jayagopal |
| *23B/1-6 | Literacy | ISRAEL | Comparative Analysis of Literacy Education | Rachel Tokatli |
| 29A/1-17 | Literacy | NETHERLANDS | Open School | Maatje Balde |
| 29B/1-17 | Literacy | NETHERLANDS | Study House for Adults | Emmy Wilson |
| 29C/1-18 | Literacy | NETHERLANDS | Dutch as a Foreign Language | E. R. T. Zuidhoff |
| 29D/1-20 | Literacy Disadvantaged | NETHERLANDS | Dutch as a Foreign Language | Emmy Wilson |
| *29R/1-28 | Literacy | NETHERLANDS | Language School for Refugees | E. Stark |
| *30A/1-50 | Literacy | NIGERIA | Model Adult Literacy Classes | J. T. Okedara |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 34A/1-19 | Literacy | SAUDI ARABIA | Illiteracy Eradication & Adult Education | Mohammed A. Al Rasheed A. Al Sunbul |
| 36A/1-8 | Literacy | SWEDEN | Basic Education for Adults in Sweden | Per Olof Thang |
| 41F/1-25 | Literacy | U.S.A. | Adult Basic Education | Alan B. Knox |
| *41K/1-11 | Literacy | U.S.A. | Libraries and Literacy--Tulsa | Debra W. Johnson |
| *41M/1-11 | Literacy | U.S.A. | Libraries and Literacy--Weirton | Debra W. Johnson |
| 45D/1-11 | Literacy | YUGOSLAVIA | Basic Adult Education | Radivoje Kulic |
| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |
| 45F/1-10 | Literacy Workers | YUGOSLAVIA | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 2R/1-11 | Professional, Other | AUSTRALIA | Refresher Ed. for Company Directors | John Brady |
| 2T/1-6 | Professional, Other | AUSTRALIA | Welcare Program | J. A. McDonell |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 5H/1-22 | Other | CANADA | Residential AE in Canada | Wenda Abel |
| *9B/1-12 | Other | CZECHOSLOVAKIA | House of Culture and its Function in Adult Education | Pavel Hartl |

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|---|---|---|---|---|
| 13A/1-17 | Other | FINLAND | Experimentation in Ad. Ed. Centers | Mirja Virtala |
| 13B/1-4 | Other | FINLAND | Beginning of Ad. Ed. Planning at the Municipal Level | Jorma Kauppinen |
| 13C/1-6 | Other | FINLAND | Experiments in Voc. Ad. Ed. | Lea Salminen |
| 13D/1-10 | Professional, Other | FINLAND | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 316A/1-9 | Professional, Other | GHANA | Training Teachers by Distance Education Methods | Joe K. Ansere |
| *17A/1-18 | Professional, Other | GREECE | In-service Teachers Training in Greece | Michael Kassotakis |
| 22G/1-13 | Other | IRELAND | Maynooth Adult Daytime Education | (MADE) |
| 22D/1-16 | Family Other | IRELAND | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 22F/1-10 | Professional Other | IRELAND | Extra-mural Studies | Mary Kett |
| 22H/1-13 | Other | IRELAND | Extra-mural Diplo. Course in Religious Studies | Sr.Benedict Rouine |
| 22K/1-11 | Professional, Other | IRELAND | Extra-mural Studies in Basic Counseling | Muireann Conaty |
| 22L/1-24 | Professional, Other | IRELAND | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | Professional, Other | IRELAND | Training Part-Time Ad. Ed. at Local Level | James Marsden |

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| 22N/1-14 | Professional, Other | IRELAND | Natl. Police Officer CE & Training | P. J. Moran |
| 24B/1-10 | Citizen Other | ITALY | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | Citizen Personal Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | Citizen Other | ITALY | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |
| 24E/1-10 | Other | ITALY | Adult Education in Bologna | Mario Ricci |
| 29E/1-17 | Other | NETHERLANDS | Television Academy | Anja Dircken |
| 29F/1-20 | Professional, Other | NETHERLANDS | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | Professional, Other | NETHERLANDS | In-service Occupational Training | R. Zuidhoff |
| *30E/1-28 | Professional, Other | NIGERIA | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| 31A/1-15 | Professional, Other Higher | NORWAY | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| 42A/1-17 | Other | U.S.S.R. | ZNANIE Society | Yuri Fishevski |
| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-slovenia | Robic Tone |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |
| *1A/1-8 | Overview | ARGENTINA | Adult Education in Latin America | Isabel Hernandez |
| 6A/1-18 | Overview | CHINA | Chinese Adult Education-At Present and in Prospect | Dong Mingchuan & Zhu Zhongdan |
| 6B/1-25 | Overview | CHINA | Aging Issue and Education for the Aged | Dong Mingchuan & Zhu Zhongdan |
| *6C/1-6 | Overview | CHINA | Adult Education in Beijing Municipality | Fu Youren |
| *6F/1-40 | Overview | CHINA | Postsecondary Education in China | Dong Mingchuan |
| *9A/1-34 | Overview Workers | CZECHOSLOVAKIA | Czechoslovakian Adult Education | Kamil Skoda |
| 26A/1-12 | Overview Workers | KOREA, DPR | Overview | Nam Jin U |
| 24F/1-18 | Overview | ITALY | Educational Aims for the Year 2000: Adult Education for the City of Prato | Filippo M. DeSanctis |
| 36C/1-10 | Secondary Overview | SWEDEN | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 2Q/1-10 | Personal Citizen | AUSTRALIA | Carringbush Library | Marian Letchen |
| *2Z/1-11 | Personal | AUSTRALIA | Self-Help Adult Education: Univ. of the THird Age | Rick Swindell |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 15C/1-19 | Health<br>Family<br>Personal | GERMANY | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| 15E/1-14 | Personal<br>Disadvantaged | GERMANY | Voc. & Social Integration for Turkish Women | Susanne Meyder |
| 15H/1-17 | Professional, Tech.<br>Higher<br>Personal | GERMANY | Courses by Radio | Peter Schmoock |
| *15P/1-11 | Personal | GERMANY | Women's Museum-Wiesbaden | Kim Engels<br>Beatrixe Klein |
| *20A/1-19 | Personal | HUNGARY | Protecting Our Environment | Mihaly Sari |
| 22J/1-10 | Higher<br>Personal<br>Other | IRELAND | Irish Language TV Program | John MacMahon |
| *24J/1-6 | Personal<br>Citizen | ITALY | Mass Media and Adult Education in Sardinia | Fabio Masala |
| 24C/1-11 | Citizen<br>Personal<br>Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24G/1-11 | Personal | ITALY | Provincial Administration of Moderna | Vanna Tori |
| 24H/1-6 | Personal | ITALY | University of the Third Age-Orvieto | Lucio del Corno |

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| *29S/1-17 | Personal | NETHERLANDS | Assertivity Course | G. Nijhof |
| *29T/1-18 | Personal | NETHERLANDS | Pre-Retirement Education | B. van Straalen-van Waard |
| 2R/1-11 | Professional, Other | AUSTRALIA | Refresher Ed. for Company Directors | John Brady |
| 2T/1-6 | Professional Other | AUSTRALIA | Welcare Program | J. A. McDonell |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 13D/1-10 | Professional, Other | FINLAND | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 15H/1-17 | Professional, Other Higher Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech. Professional, Other Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 16A/1-9 | Professional, Other | GHANA | Training Teachers by Distance Education Methods | Joe K. Ansere |
| 22B/1-10 | Citizen Professional, Other | IRELAND | Training of Comm. Enter. Animateurs | Tom Collins |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 22K/1-11 | Professional, Other | IRELAND | Extra-mural Studies in Basic Counseling | Muireann Conaty |
| 22L/1-24 | Professional, Other | IRELAND | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | Professional, Other | IRELAND | Training Part-Time Ad. Ed. at Local Level | James Marsden |
| 22N/1-14 | Professional, Other | IRELAND | Natl. Police Officer CE & Training | P. J. Moran |
| 22P/1-11 | Professional, Other Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 29F/1-20 | Professional, Other | NETHERLANDS | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | Professional, Other | NETHERLANDS | In-service Occupational Training | R. Zuidhoff |
| 30E/1-29 | Professional, Other | NIGERIA | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| *41N/1-7 | Professional, Other | U.S.A. | Helping Stock Brokers Cope with Stress | Alan B. Knox |
| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |

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| 2U/1-5 | Professional Tech. | AUSTRALIA | CPE for Veterinarians | D. Bryden |
| 2V/1-17 | Professional, Tech. | AUSTRALIA | Country Pediatric Program | Hank Duyverman |
| 5J/1-16 | Professional, Tech. | CANADA | Self Dir. Learning App. to the Training of Medical Doctors | Lynne McTaggart |
| 5K/1-18 | Professional, Tech. | CANADA | CPE Program for Family Physicians | Penny A. Jennett |
| 15F/1-15 | Professional, Tech. | GERMANY | Professional Training for Med. Specialists | Hans E. Renschler |
| 15G/1-13 | Professional, Tech. | GERMANY | In-service Training at Busch | Peter Kilgenstein |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 29K/1-19 | Professional, Tech. | NETHERLANDS | In-Service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | Professional, Tech. | NETHERLANDS | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | Professional, Tech. | NETHERLANDS | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | Professional, Tech. | NETHERLANDS | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | Professional, Tech. | NETHERLANDS | Medical Specialists | Bea Oosting |

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| *37A/1-8 | Professional, Tech. | SWITZERLAND | Formative Research in Swiss French Agric. Schools | Pierre Dominice Matthias Finger |
| 41H/1-28 | Professional, Tech. | U.S.A. | Continuing Medical Education | Thomas G. Pearson & Ronald M. Cervero |
| 15H/1-17 | Professional, Other Higher Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech. Professional, Other Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 29H/1-16 | Professional, Tech. | NETHERLANDS | Advanced Nursing Course | Henny Van Der Stel-Overduive |
| 29J/1-16 | Professional, Tech. | NETHERLANDS | Part-time Training - Sick Care | Henny Van Der Stel-Overduive |
| 29K/1-19 | Professional, Tech. | NETHERLANDS | In-service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | Professional, Tech. | NETHERLANDS | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | Professional, Tech. | NETHERLANDS | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | Professional, Tech. | NETHERLANDS | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | Professional, Tech. | NETHERLANDS | Medical Specialists | Bea Oosting |

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| 42B/1-9 | Professional, Tech. | U.S.S.R. | Continuing Medical Education | F. Vartanian, D. Orlov E. Nazarova |
| 15K/1-11 | Secondary | GERMANY | Evening High School | H. Taigel |
| 6C/1-10 | Secondary Overview | SWEDEN | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 2W/1-27 | Workers | AUSTRALIA | Trade Union Postal Courses Scheme | Elizabeth Bluff |
| 5B/1-16 | Citizen Workers | CANADA | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 5C/1-11 | Health Workers | CANADA | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |
| *6E/1-9 | Workers | CHINA | A Survey of Beijing's Workers University Graduates | Liu Yongqian |
| *9A/1-34 | Overview Workers | CZECHOSLOVAKIA | Czechoslovakian Adult Education | Kamil Skoda |
| 13E/1-6 | Workers | FINLAND | Union History Project: Study Circles Doing Research | Jorma Kalela |
| 13F/1-10 | Workers | FINLAND | School for Teaching ADP | Markku Suortamo |
| 13G/1-4 | Workers | FINLAND | Instruction in Info. Technology | Kerttu Vepsalainen |
| 13H/1-5 | Workers | FINLAND | Role of Training in Changing a Work Organization | Anneli Pulkkis Veikko Teikari Matti Vartiainen |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
|---|---|---|---|---|
| 15L/1-11 | Workers | GERMANY | Center for Cont. Voc. Training, Chamber of Industry & Trade | Nils Peter Esmann Franz Bihler |
| 15M/1-15 | Workers | GERMANY | Cont. Ed. in Training Companies | Michael Eisenmann |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 16B/1-33 | Workers | GHANA | Multi-media Appr. to Effective Teaching | Eric A. Mensah |
| *20B/1-33 | Workers | HUNGARY | Realities of Our Time | Matyas Durko |
| 21C/1-6 | Workers | INDIA | National Council for Hotel Management and Catering Technology | R. Jayagopal |
| 22Q/1-12 | Workers | IRELAND | Diploma in Manag. & Industrial Relations | John Ryan |
| 26A/1-12 | Overview Workers | KOREA, DPR | Overview | Nam Jin U |
| 29Q/1-8 | Workers | NETHERLANDS | Occupational Retraining in Office Skills | Maatje Balde |
| *29U/1-20 | Workers | NETHERLANDS | Re-entry Course for Women in Construction Trades | R. de Ruiter |
| *29V/1-18 | Workers | NETHERLANDS | Management and Computer Education for Re-entry Women | E. Stark |
| *30G/1-40 | Workers | NIGERIA | Women Education in Oyo State, Nigeria | C. A. Okedara |
| 36D/1-13 | Workers | SWEDEN | Corporate Classrooms | Kenneth Abrahamsson |
| 36E/1-9 | Workers | SWEDEN | Labor Market Training in Sweden | Per Olof Thang |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 41J/1-11 | Workers | U.S.A. | Credit Union Staff Development | Alan B. Knox |
| 45F/1-10 | Literacy Workers | YUGOSLAVIA | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 45G/1-29 | Workers | YUGOSLAVIA | Dev. of Training in Sava, Kranj | Ema Pec |
| *45H/1-19 | Workers | YUGOSLAVIA | Self Management at Worker's Universities | Milka Oljaca |
| 2X/1-11 | Workers Literacy | AUSTRALIA | Workplace Basic Ed. Project | Jude Newcombe, et al. |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 15M/1-15 | Workers | GERMANY | Cont. Ed. in Training Companies | Michael Eisenmann |
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Update as 8/89

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| YUGOSLAVIA | Professor Dusan Savicevic<br>Bulevar Lenjina 143<br>Belgrade<br>YUGOSLAVIA |

TRANSLATION



Face Sheet

1. Person who prepared this case description

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   Organization: Kossuth Lajos University Debrecen

   Department of Adult Education

   Street Address: Egyetem ter 1.

   City or Town: Debrecen, 4010 Hungary

   Nation: Hungarian

2. Check whether this case is based on

   ( x ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of these program to use to refer to it:

   "The month of protecting our environment"

4. Write the type of program, from Selection III of the project plan, in which the program best fits: PERSONAL

   J, but partly H,B and M.

5. Type of organization with which the case program is associated:

   a club of amateur anglers, a society for propagating scientific knowledge and a cultural center of a town

6. Basic characteristics of service area

   A. geographic size: 8 square kilometers (of the town)

B. population: 17,600

C. urban/rural (density of population):

The site of the program is a small town, 110 square kilometers agricultural area belongs to it.

Density of population is 160 per square kilometers.

This town is furnished with: excellent health care and cultural institutions; good public road system; satisfactory services. The local factories and enterprise provide satisfactory-good-excellent working conditions.

D. nationwide: It is not a nationwide program (c.f.:6/C)

7. Year(s) covered by the case description:

1983-1987

A./ Setting

Three organizations are taking charge of "The month of protecting our environment" program:the town of Puspokladany's Club of Amateur Anglers, the local branch of the Society for Propagating Scientific Knowledge and The Cultural Center of Puspokladany.

The members of the Club are the amateur anglers of Puspokladany and of the neighboring communities. The lakes controlled by the Club attract participants from the vicinity of Puspokladany and their percentage is approximately between 3% and 5% of the members. The Amateur Anglers' Club has about 400 members, this is 4.4% of the inhabitants of Puspokladany. The number of the participants taking part in the program is higher then the number of club members since sympathizers, visitors and friends also take part in the events. The percentage of nonmember participants are between 10% and 20% in most of the programs. The Club of Amateur Anglers has organized the program for its own members thus, the social composition of the members of the club determines the social composition of the participants in the program.

The members of the program are of different age groups and their educational backgrounds are also diverse. The age distribution varies between 14 and 70 years; the formal

educational level of the participants is quite diverse and they come from very different kind of professions and trades. This club is not an all-men club officially, but only 1% of the members are women.

The Cultural Center of Puspokladany and the local branch of the Society for Propagating Scientific Knowledge are involved in the program since their task is to discover the needs of the population and to find means for satisfying those needs. The cultural center and the Society for propagating Scientific Knowledge is subsidized by the government.

The local city council has also its own interest in assisting (financially and morally) the program. Puspokladany is a developing town and the city council has to pay special attention to the environment of the town (e.g.: to clean up water-reservoirs and eroded regions around the town, to clean outlet water, to protect living water etc.) A part of the population has direct motives for taking part in the program: especially those whose neighborhood is being exposed to harmful effects of civilization and it requires special care. Others just would like to spend several pleasant hours at those waters which are appropriate for fishing or would like to earn some extra money for the fish they catch. All those groups are willing to work to create the desirable circumstances around the waters.

B. Outcomes:

B.1. The goals of the program:

I. To provide knowledge about our environment, the wild life of the environment (hydrobiology, the ecosystem of living waters).

II. To convince of the necessity of joint action in preserving our environment. (The success of the program may provide the base for the recognition that the main problems of a community can be overcome by joint actions.)

III. To urge voluntary acts -based on personal involvement- to the advantage of the community. (The town council does not have the adequate financial means for protecting the environment thus, the acts of the inhabitants might be significant to supplement the narrow budget.)

B.2. Benefits:

The members of the Amateur Anglers Club unanimously took upon themselves to act to protect their environment. Their motives were influenced by: being members of the club, by being the inhabitants of the concerned town, by being disturbed by the effects of some undesirable environmental problems. The club set the following aims: to clean up the surroundings, to fill up with water the abandoned clay quarries and holes, to develope fish ponds, to plant trees, to care for the environment, to take the appropriate measures to prevent damages and to maintain the natural resources, etc.

C./ Process

C.1. Planning:

The first sketch of the program was not based on a cautious study of the conditions and requirements of the environment. Rather, it was born on a sudden impulse; it was an idea of a person, who was concerned about his immediate environment. Then his idea was developed into a program by careful planning with instructors' assistance.

The idea was born in a fortunate moment, because at that time there was an experiment (extending for seven counties) for discovering appropriate forms of democratization. The essence of the experiment was to reveal the mechanism of the transformation personal ideas into systems which could be planned and organized. The coordinators and instructors of the experiment were to assist the realization of the popular personal ideas from planning to evaluation. Thus, the needs were converted into goals by the assistance of the instructors. In our view, the assistance of the instructional staff is essential even to spontaneous educational processes.

The instructors of the program in question took into consideration the necessities of non formal education from the very beginning of the planning. The yearly plans of "The month of protecting our environment" program are consecutive, although the actual plans are elaborated only two months in advance in order

to guarantee the up-to-datedness of the provided content. Only the main ideas are put down in the yearly plans of the coordinators. The evaluation of the results of the program remains the task of the instructors although the plans are subjected for discussion by experts and amateurs as well.

C.2. Methods:

The subject of this discussion is "The month of protecting our environment" program which is part of the activities of three organizations for five years. The program gathers the members of the amateur anglers' club out of season, when the renewal of the membership becomes timely. The events of the program are held between 9 am and 2 pm on every Sunday of January. The preparations for these programs are mostly provided by volunteers since the coordinators are not supplied with enough financial means. In every year an announcing document is issued and forwarded to the members with the schedule of the actual events. There have never been simultaneous events, the different events always succeed each other.

The lecturers of the programs are the expert members of the club, the members of their family or of their friends e.g.: champions of the competitions of amateur anglers, biologists, the anchor person of the TV program for amateur anglers etc. They deliver their lectures free of charge and the out-of-town lecturers get board and lodging at their relatives or friends. Only the lecturers' cost of travel is covered by the organizers

(about 500-600 Forint; /1 US$ = 50 Forint/).

The various needs of the members have required a variety of programs. The main attraction has been the exhibition every year. Its role is to visualize in concentrated form the essence of the program of the particular year. Prior to the opening ceremony of the exhibition there are video presentations concerning the events of the day. (The videos were taken from the programs of Hungarian Television and their subject were about protecting the environment and about fishing.) The video presentations are always part of the program and they are presented at the meeting place. The opening ceremony of the exhibition and the different lectures direct attention to the different aspects of the exhibition. The participants of the programs visit the exhibition again and again. The exhibition is open during the entire "The month of protecting our environment".

Publicity can be given to the programs by providing different services, such as sales of sporting equipments, sport clothing, fishing equipments and aquaria and fish; opportunities for acquiring experts' advice, etc. It is very important to provide the possibility for the purchase of some refreshments.

C.3. Improvement of the program:

"The month of protecting our environment" program is organized by an informal group. The members of the organizing group take part almost all the events of the program thus, they have the necessary information about its success. The coordinators start

the planning of the next year's program while the actual one is in process. They take notes on the most popular and interesting questions given to the experts during the discussions. They ask and receive advice of the participants concerning the next year's program. (E.g.:On the advise of a participant an action was initiated to clean up the overgrown reeds around five lakes during a winter or to organize people for cutting holes in the ice to provide the necessary oxygen for the fish in severe winters, etc.)

C.4. Participation:

The participation in the programs of "The month of protecting our environment" was entirely voluntary. The organizers tried to attract participants by providing interesting programs and services. (C.f.:above) Three fourths of the members of the anglers' club regularly participated and many of them were accompanied by nonmembers. After the programs were over many participants (about 40-50 persons) remained to listen/tell stories, to trade equipments for another one or two hours. This habit gave the idea for the organized exchange of the fishing equipment.

## D./ Inputs

### D.1. Participants:

From the 400 members of the Amateur Anglers' Club about 300 members and 30-50 nonmembers took part in the different programs. It is difficult to estimate how many hours they spent there. There were participants arriving one or two hours later and there were others leaving around noon but about 250 people always remained until the very end of a program. Each of the programs lasted five hours and the participants were free to join or to leave the program any time.

The main events took place in the auditorium of the Cultural Center of Puspokladany. That place was appropriate for giving lectures rather than for an informal conversation between the experts and the participants. Every lecture was concluded with discussions when the participants asked questions and received answers. It was surprising that the audience enjoyed the presentations as much as they would had enjoyed theatrical performances and the expressions of approval were similar to that of the spectators of theatre.

### D.2. Content requirements (Needs):

The tasks of protecting the environment are increasing in Hungary as anywhere else in the world and as far as man one see these tasks are inexhaustible. There is a peculiar Hungarian tendency that (mostly) men take up one or even two jobs besides

their fulltime occupations. In this situation the lessened pastime is becoming very precious. The everyday man does not spent it for pure education; he/she is willing to take part in those non formal educational possibilities which provide direct financial benefits or recreation. The group of coordinators is an informal group and they always attempt to transform their plans according to the varying expectations. They do not have formal attachment to the programs and if they loose interest in them they change their minds easily.

D.3. Staff:

| | |
|---|---|
| 1. One club member having the first idea of the program: He was the main organizer, found experts, lecturers, assisted events. | 8 working days |
| 2. Two main clerical assistants: They completed the administrative work obtained vehicles, films, videos, organized the publishing of announcing documents etc. | 10 working days |
| 3. Six club members coordinating the whole of the yearly program: | 12 working days |
| 4. Technical assistant: | 4 working days |
| 5. Technician: | 2 working days |
| 6. Six lecturers: | + 3 working days |
| | 39 working days |

One working day is eight hours long in Hungary thus, the preparations and the program itself required 312 working hours (39 working days) altogether. (This working time is equivalent with one and a half month work of a fulltime employee.) It has to be noted that "The month of protecting our environment" program is a part of a wide-spreading experiment as it was mentioned previously.

D.4. Content of the program:

a./ Botanical and zoological knowledge.

b./ Undesirable consequences of the interaction of nature and society.

c./ Knowledge of amateur angling.

D.5. Financial matters:

The immediate expenses of the programs are 2,000 Forint per day. The program receives financial supports from four sources:

a./ The budget of the club;

The club finances itself from the money the club collects from the members as the fee of membership. This fee is 700 Forint per year. A small portion of it is spent for "The month of protecting our environment" program.

b./ The budget of the Society for Propagating Scientific Knowledge;

The society is subsidized by the government but it gets most

of its money from the profits acquired from the receipts of the programs presented for different organizations.

The society subsidized the events of "The month of protecting our environment" with 500 Forint per day. It could be used for covering personal expenses.

c./ The Cultural Center of Puspokladany did not paid for personal expenses thus, we know that the direct personal expenses of the one month long program was altogether 10,000 Forint. The nature of the program did not allow the collection of admission fees.

The cultural center provided the place of the programs, the electronic and technical instruments, the vehicles for a reduced fee, and the assistance of instructional staff and technical staff etc. free of charge. We can consider this material assistance (equivalent with about 12,000 Forint) as the financial assistance provided by the state.

The indirect costs of the program is 6,000 Forint thus, the whole expense is 28,000 Forint. 35.7% (10,000 Forint) of the whole expenses was spent for covering personel costs.

We can estimate the yearly average wages of the coordinators and assistants of the program although the program covered much less than a year. We chose as a base for comparison the average wage of a university professor which is about 130,000 Forint per year. The wage of the staff of the program (expressed in per cent of the base) is:

| | |
|---|---|
| administrative staff: | 78% |
| instructional staff: | 85% |
| others: | 64% |

The wage of the professionals in education:

| | |
|---|---|
| teacher: | 68% |
| principal: | 97% |
| president | ? |

D.6. Facilities:

In the discussed period the Amateur Anglers' Club had access to a library having 44,000 books, an auditorium for 350 persons, an exhibition hall (80 square meters) and a snack bar. Virtually all of the facilities of the cultural center were at the disposal of "The month of protecting our environment" program. The organizers were able to use the public address system of the stage-room, the 16 mm film-projector, the automatic slide projector facilitated with synchronal voice recorder and a VCR. The materials of the exhibitions were chosen from the collection of different museums, of the National Park of Hortobagy, of institutes for protecting the environment, and from the collection of the Trans-Tisza Waterworks. The films were lent by the Cultural Center of Debrecen and by the State Organization of the Hungarian Amateur Anglers' Clubs. The videos were taken from the programs of the Hungarian TV.

D.7. Notes:

It was surprising (even for the coordinators) that the program attracted so many people for such a long time. The participants were even willing to take part in the efforts to take care of the environment. The value of their labor was much more than the expenses of the program which initiated the voluntary work of the participants.

The neighboring settlements made attempts to organize similar prbgrams. Their programs were not as successful as the program of Puspokladany although they attracted participants in an unusual number. Some of the coordinators of the Puspokladany's program assisted in the organization of the program in other settlements. They enjoyed that work very much although they were not professionals in adult education. The local authorities as well as the newspaper of the county praised the program.

E. History of the program

The appropriate parts of the history of the program has been discussed at each previous chapters.

F./ Societal influences

The policy of the Hungarian government toward the culture and non formal education has changed since the early seventies. The

"culture is not commodity" attitude has been changed thus, the consumers of culture obliged to pay for the satisfaction of their cultural needs. A democratization process has emerged in politics, in economics and in culture simultaneously with the change of the attitude to culture. The self-directed activity of social groups became more and more distinct in the early eighties. "The month of protecting our environment" program is an example of these tendencies.

The whole of the program was accompanied by success. The coordinators found tasks which corresponded with the interests of the participants. On the other hand, these tasks were also accepted by the authorities. The most sophisticated program can fail if it does not concern the needs of the participants, and it is not approved by the authorities either. The most experienced instructors' assistance can not even substitute the third essential part to the success of a program: it has to provide possibilities for involving spontaneous, personal ideas.

It is only by chance to find people who would perform the tedious work of amateur organizers. In the recent years the lack of new ideas became apparent. In order to correct this situation there should be a change in the coordinative group but permanent solution has not yet been found.

The participants do not consider the program as an educational enterprise. The culture and education do not have prestige for the every day person. For them the process to become cultured and educated is considered to be a hard and undesirable activity. The

participants of the program do not realize that while acting for a change in their environment an inner change has also been taken place: They gained new knowledge and acquiring this knowledge was accompanied by positive feelings.

Within the societal setting of the program the essential connections are mostly horizontal connections between equal partners (either official or informal partners). The initiators of the program did not attempt to respond to requirements of the authorities. They only attempted to change the undesirable features of their immediate environment.

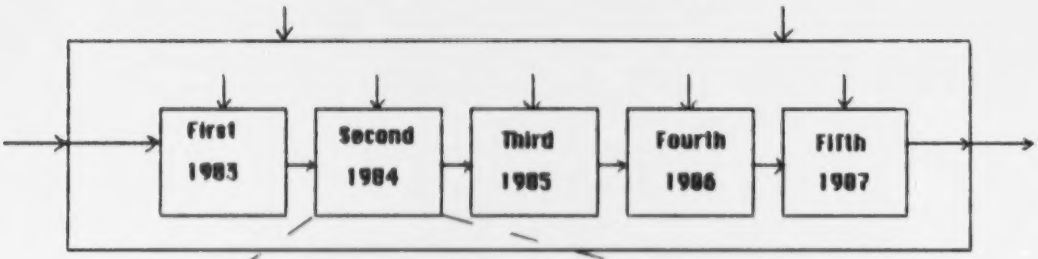
The limiting factors of the program were only the material possibilities of the institutions and the reality of the content of the ideas. This was another key factor in its success. The participants and coordinators were allowed to select the objectives, the methods, the time of their activities and the partners to it. The amateur organizers prepared the plans voluntarily. These volunteers requested the necessary contributions (equipments, room etc.) from the two cooperating state institutions. They took up tasks which might had been the task of professional instructional staff. It was evident for all the organizers and cooperators that the program could not produce profit but its indirect benefits was worth the effort.

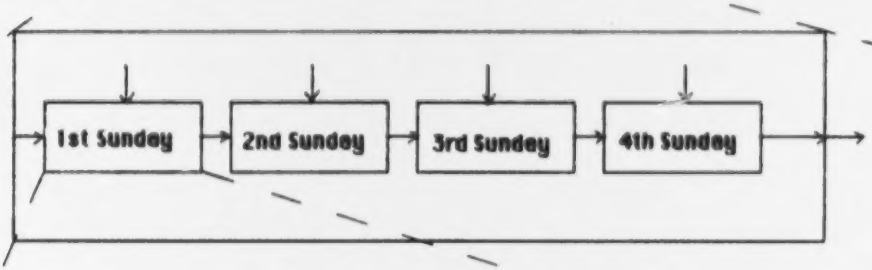
Recently there have been a lot of mass-culture programs which were not aiming to conform with the expectations of authorities but to serve real, local needs. The authorities have accepted this new attitude, and the officials do not try to force unwanted

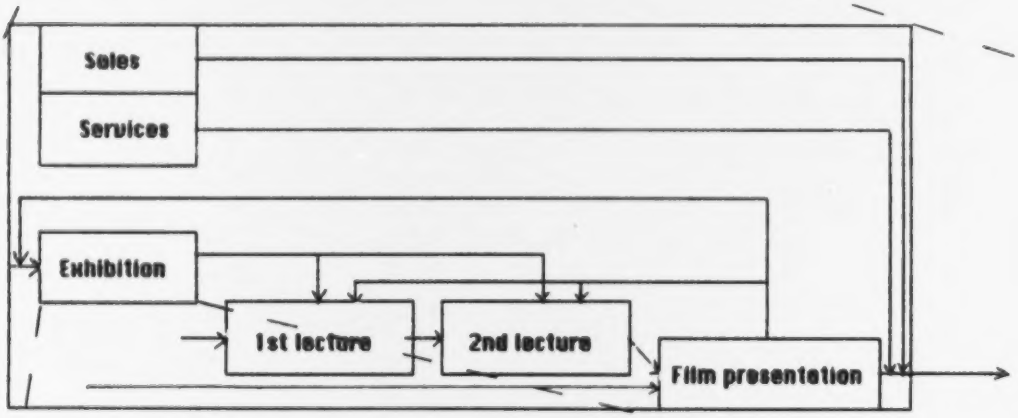
programs since forcing conformity might be costly for everyone involved in it. Instead, the central social institutions seek for unity between the needs of local and wider social groups.

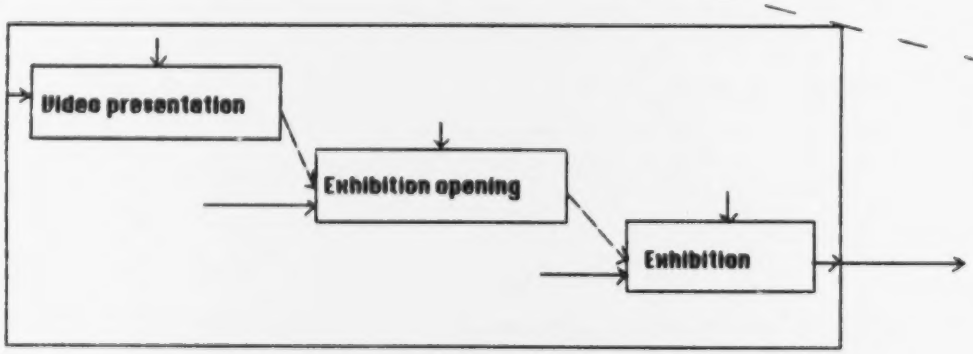
The burden of the preparation of the yearly program is on several amateur club members. They get assistance from 8-10 persons regularly and from 6-10 persons occasionally. The group of assistance varies from time to time and it is the task of the main coordinators to attract proper assistance. We can draw the conclusion that the enthusiasm of the amateur organizers can not compensate for the lack of professional knowledge thus, the assistance of instructors and administrators is essential. The assistance of the formal organizer of the program is also indispensable.

The month of protecting our environment. Yearly programs.






20A/19

· TRANSLATION



Face Sheet

1. Person who prepared this case description

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2. Check whether this case is based on

   ( x ) an actual program

   (  ) a composite based on general familiarity with such programs

3. Write a brief title or name of these program to use to refer to it:

   "Realities of Our Time" (RT for short)

4. Write the type of program, from Selection III of the project plan, in which the program best fits: WORKERS

   C, but partly E, J, and K. (It is essentially complex.)

5. Type of organization with which the case program is associated:

   county branch of trade unions, county council, youth association, society for propagating scientific knowledge, local cultural center

6. Basic characteristics of service area:



20B/1

A. geographic size: 6,212 square kilometers

B. population: 553,000

No. of workers of factories/enterprises: 60,000

No. of workers of services: 18,000

C. urban/rural (density of population):

6 town and 74 villages

density of population (leaving the county seat of Debrecen out of consideration): 68 per square kilometers

otherwise: 89 per square kilometers

D. nationwide: This is <u>not</u> a nationwide program: the service area of the program is a county. The participants of the program are from the factories/enterprises and from the services.

7. Year(s) covered by the case description:

1970-1987

## THE DESCRIPTION OF THE PROGRAM

The essence of the program:The program is an out-of-school,non formal, adult educational movement. The evaluation of the movement is predicated on voluntary, annual competition.

### A. SETTING

1./ The basis for the program is the worker's brigade movement that aims to achieve the title of socialist workers' brigade. The workers' brigade movement is a movement of workers' voluntary association and was started in 1958 in order to facilitate economically, politically and culturally the social program of the construction of socialism. The essence of the movement is expressed in its motto: " Work, live and improve culturally in a socialist way." The title is awarded to brigades accomplishing the threefold requirement of effective labor, of socialist way of life, socialist morality and of efficient self-education. The title can be gained repeatedly and is awarded by the production conference of the factory in every year.

The socialist brigade movement had great potential in cultivating the socialist attitude of the worker to his work, the socialist conduct of life, the public-spiritedness and the

civilized pastime. The state, social organizations and cultural institutions did their best in assisting the movement. The most differentiated task was to help find the suitable forms for the cultural/educational part of the program. In order to fulfill that task a movement of socialist brigades, named "The Realities of our Time" (RT for sort), has been organized.

2./ The RT movement was announced by the County-Council of Hajdu-Bihar, by the City-Council of Debrecen, by the County-Council of Trade Unions, by the County-Committee of the Communist Youth Association and by the Ferenc Kolcsey County Cultural Center in 1969, for the first time and since then it is announced yearly. The brigades of workers volunteering for the movement pledge to attain knowledge in at least four different general cultural subjects, and to compete with other brigades in those fields. The scope and the content of the optional cultural subjects are defined in advance. There are two compulsory subjects (internal and foreign affairs and the cultural features of the participants' labor/trade/profession) and two facultative subjects. The latter two can be chosen from the humanities and/or from the sciences. This movement covers the whole year and is divided into three parts. The first part (two months) is for the recruitment and registration. The second part (five months) is the self-educational part. The participants acquire knowledge in all four subjects by studying alone or in small groups. The third part is the evaluating/competing period (about five months). The

competition is organized in four rounds. These are the factory competition, the branch of production competition, the county semifinals and the county finals. The production conferences of the factories have accepted the successful participation in the RT movement as the fulfillment of the cultural-educational pledge of the socialist brigade movement and the outstanding achievements are awarded by the organizers. (Although the RT movement is not the only possible form of cultural-educational pledge, but the other forms are out of the scope of this discussion.)

3./ The service area of the participants. The service area of the participants of the RT movement is defined by the RT movement official document: "any socialist workers' brigade, or any workers' brigade aspiring for the socialist title and any group of workers of the city of Debrecen (county seat of Hajdu-Bihar County) and/or of the County of Hajdu-Bihar from the industry, from the transportation service, from the financial administration, from the public health institutions, from the telecommunication services, from the hotel and catering trade, from the commerce and from any other branch of the services can participate in the RT movement." (Note: The agricultural workers' socialist brigades do not participate in the RT movement, they have their own very similar independent movement.)

| year | brigades | The number of participant members of brigades | participating branches from Debrecen | participating branches out of Debrecen |
|---|---|---|---|---|
| 1970/71 | 221 | 2,203 | 20 | 5 |
| 1972 | 365 | 4,898 | 19 | 15 |
| 1973 | 478 | 6,011 | 25 | 32 |
| 1974 | 690 | 8,087 | 31 | 32 |
| 1975 | 738 | 9,833 | 26 | 32 |
| 1976 | 836 | 11,390 | 35 | 48 |
| 1977 | 1,188 | 13,792 | 46 | 52 |
| 1978 | 1,070 | 13,719 | 41 | 47 |
| 1979 | 1,204 | 13,696 | 52 | 48 |
| 1980 | 1,465 | 18,177 | 64 | 72 |

In 1980 - as a result of the self-improvement of the RT movement - the self-directed education branch of the RT movement has been organized.( Cf. C.3. paragraph.)

The number of participants

| year | brigades | members of brigades | self-directed communities | educational members |
|---|---|---|---|---|
| 1981 | 1,573 | 21,862 | 79 | 649 |
| 1982 | 1,588 | 21,939 | 95 | 702 |
| 1983 | 1,384 | 18,267 | 92 | 592 |
| 1984 | 1,229 | 16,298 | 112 | 934 |
| 1985/86 | 1,131 | 9,891 | 154 | 1,058 |
| 1986/87 | 775 | 10,173 | 132 | 869 |

The number of socialist brigades fluctuates, on an average 4,300 brigades participate annually. It means that the RT movement reaches out to the one third of the possible participating citizens on the level of registration. Considering the fact that 71% of the participants are manual workers we can draw the conclusion that the RT movement is the self-educational movement of the manual workers. Scrutinizing the statistical data of the participants more closely we find that 36% of them skilled workers, 15% workshop foremen, 20% semi-skilled workers and 5,7% unskilled workers and 29% clerical and intellectual workers.

The next chart shows the distribution of the RT movement participants by age, by gender and by the level of completed formal education compared to the totality of the workers' brigades as a base:

| stratum | % of the base | % of the RT participants |
|---|---|---|
| 16-25 year old | 26 | 32 |
| 26-40 year old | 46 | 49 |
| 41-60 year old | 28 | 19 |
| man | 64.64 | 58 |
| women | 35.36 | 42 |
| without formal education | 0.2 | 0 |
| less than 8 grade | 21.01 | 4.18 |
| 8 grade | 39.17 | 28.98 |
| 9-11 grade | 22.08 | 19.58 |
| high school graduation | 14.01 | 44.13 |
| higher education | 3.53 | 3.14 |

The RT movement is primarily the movement of the young and middle-aged group (16-25 year old and 16-40 year old respectively, altogether 81%) and of workers having spent 8-12 year in formal education. The chart shows that women's participation in the RT movement is higher than of men compared with their participation in the base.

The previous charts show that up to 1982 there was a continuous increase in the movement. The economical regression brought a slight decrease in participation in 1982, but significant decrease resulted in 1985/86 and 1986/87. The latter can be the result of an inappropriate decision concerning the schedule of the RT movement. It has been changed from the calendar-year schedule to the academic-year schedule, although the schedule of the whole of the socialist brigade movement remained on calendar-year basis. So the evaluation of the socialist brigade movement and the evaluation of its cultural, educational part could not be performed simultaneously. This year (in 1987) the organizers of RT switched back to the previous schedule hoping that the RT movement would get back on its track.

B. OUTCOMES

4./ According to the announcing document for the year 1986/87 the overall goal of the RT movement is: "improving the education of the members of socialist brigades by employing the means and methods of culture; developing the production process of the factories by cultivating the human factor; contributing to the celebration of the 625th anniversary of the establishment of the city of Debrecen." The first two are permanent elements of the goals of the RT movement, the third one is changing annually. The third element can be the recognition and celebration of an

important historical event (liberation etc.), of an important personality (writer, artist, scientist, politician etc.).

The announcing document also states the androgogical cultural and educational goals in details. These are the followings:

-To offer real and valuable content to the cultural pledges of the brigades and to evaluate simultaneously by remaining within the boundaries of the voluntary non formal process.

-To familiarize the most active strata of the working class with the cultural achievements of the past and present.

-To cultivate the knowledge of the brigades' members in the fields of technic, politics, sciences, humanities, literature and fine arts. To inspire and encourage them to discipline continuously.

-To connect a part of the working class ( as an active consumer) with the cultural life of the county, of Debrecen and of the country by mobilizing the power of the brigade as a community.

-To make the brigades acquainted with the means and methods and organizational structure of the non formal education. To give them experiences in using the acquired skills in order to influence the habitual structure of the leisure time.

-To communicate not only knowledge or to form habits but to communicate specific ideas (a philosophy of life), specific skills (ability for self-directed study, communicative skills etc.) and to cultivate personal socialist discipline

on the basis of modern philosophy and of modern habitual structure.

-To coordinate the different cooperating sociopolitical and cultural institutions (party, council, trade union, factory and their cultural/educational committees, libraries, movies, the society for propagating scientific knowledge, the media etc.), and their intellectual, material and financial potential.

-To find possibilities for joint sociopolitical, cultural actions of the intellectuals and manual workers in order to provide assistance to the activities of the latter.

5./ The fulfillment of the goals is impossible without postulating the requirements. This is the only way to standardize the different phases and levels of the educational and competitive processes and the evaluation has to be predicated on the pre-stated objectives. First of all, the compulsory subjects (international and foreign affairs, and the cultural features of the participants' labor) have to be defined in details.

The basic requirements are stated briefly in the announcing document in every year. On the other hand the principal organizer, the Ferenc Kolcsey County Cultural Center, publishes a methodological booklet stating the requirements in every subject. As an example we can demonstrate one of the required topics of the "internal affairs" subject from the booklet of 1971. The topic is: "The New Features in the Fourth Five Year National

Economic Plan of Hungary":

"a./ Better co-ordination between the pace of economical growth and its balance by:

- right appropriation of economical growth,
- faster transformation of the production-structure
- better utilization of the financial possibilities of the state

b./ Simultaneous progress in the economical growth and consumption.

c./ More significant state assistance in building apartment houses in the cities.

d./ Simultaneous increase in the incomes of factory and farm-workers.

e./ Faster transformation in the production-structure by:

- decreasing import restrictions
- increasing financial possibilities for the initiatives of the enterprises
- reducing the refunding of deficits
- differentiating the wages on the basis of productivity

f./ The initiation of labor force mobility in order to increase economical growth.

g./ Reinforcement of the international economical integration.

Bibliography: Documents of the third and fourth five year plans, the official reports of the 10th Congress of the Hungarian Socialist Workers' Party, the textbooks of

political courses dealing with the two above mentioned documents."(p.5-6.)

The booklet deals with the subject of foreign affairs in an essentially similar fashion. This compulsory subject assign about 400-500 pages as a lesson for the participants.

The field of trade/labor/professional knowledge cannot be defined in a similar fashion, because of the big differences in the participants' labor. For this reason the followings can be read in the methodological booklet: "We ask the committees of trade unions of the participating factories and enterprises to elaborate an outline for the second compulsory subject by experts' assistance; and to forward it to the participants (contestants and juries as well).

The following can be considered as components of the outline: a./technical, b./ technological, c./economical, d./ business organizational, e./ labor safety regulations of the trade/labor/profession. These issues should be considered: whether it is a new development of the field and a./ whether it has been the subject of a factory/enterprise course concerning the profession/trade or b./ whether it could be seen on TV in recommended educational programs or could be read in a scientific magazine ('Life and Science')." (p.2.) (These are followed by the list of recommended TV-programs and articles.) The articulation of the second compulsory subject by the above mentioned way - in our view - the only way of bringing together the learning for the competition and the everyday work. On the other hand this method

involves difficulties in harmonizing the requirements of the second, third and final rounds of the competition, where the different requirements of the various branches of production have to be considered. The latter is the authority of Kolcsey Cultural Center and it attempts to find a solution by emphasizing general technical, economical and labor-safety knowledge in the requirements of higher level competitions.

The facultative subjects can be chosen from the sciences, social sciences, literature, movies (TV movies), dramatic arts, fine arts and of music. The list of options is prepared yearly (e.g.:a list of 15-20 novels of the Hungarian and foreign literature). The participating brigades are supposed to choose from that list (e.g.:at least 7 novels).

In order to induce profound study the facultative subjects can be chosen for three years in advance since the last few years.

Studies dealing with the RT movement found the requirements incomplete. The requirements have not attributed proper attention to the motivation for critical treatment of the prescribed subjects and it was not emphasized in the evaluation process. This point has to be taken into consideration in the near future.

6./ Results and evaluation. The essence of RT movement is a voluntary recreational, educational activity and it is impossible to evaluate it on the basis of a proper reciting process. On the other hand without evaluation the organizers of the educational process are not able to get feedback about the androgogical



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outcomes, or about the effects and problems of the learning experience. The RT movement has chosen two evaluating processes which are rare in non formal educational movements: Those are the yearly competitions and the androgogical influence-research. The latter was carried out twice in the 17 year history of the RT movement (in 1973 and in 1986).

In 1973 the influence/effectiveness-research dealt with the competitive process investigating the nature of the puzzles, questions, oral and written assignments with special attention for the ratio of the encyclopedic and creative questions. The research of 1973 considered the creative questions as the prominent component in the shaping of an effective educational process and advised increasing their ratio in the evaluation. Since then the RT movement has proceeded in the advised direction: The questions are aimed at the essential relations, practical uses of knowledge, the importance of knowledge in the human life. The active, creative responses have gained primary significance in the competitions (e.g.:acting out situations, self-description, description of the trade/profession, brainstorming etc.) especially in the higher levels providing a more successful educational/cultural movement.

Both the influence-research and the yearly competitions have proved the effectiveness of the movement in improving encyclopedic knowledge and intellectual capacity and in general education. The most spectacular development of the knowledge of competitors can be seen in the field of the two compulsory



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subjects (internal and foreign affairs and the cultural features of trade/profession). These two have become first, second or third in the rank order of the participants' interest-structure although the rank order of these in the nonparticipants' interest-structure is much lower. In this respect distinguished development can be noticed among the lower educated and female participants. Less development can be seen in the field of literature, fine arts, movies and the performing arts. The effects of a mechanical attitude toward literature, which had been the characteristic feature of education, and the more simplified way of thinking can be considered as reasons for less success. But the consistent requirements and the experts' help in the learning process have brought about a change in attitude to literature and arts. The competitors have become more and more acquainted with the dialectics of the content and the form.

Considering the content mediated by the RT movement the acquired encyclopedic knowledge in the different cultural fields is considered as an exceptional value by all the participants of the RT movement (competitors and organizers). The knowledge concerning the trade/profession acquired a general cultural background which complements the professional/trade knowledge. But we have to mention that there were counter effects too. Those were originated from the specialization of the participants for definite subjects. But the overall effectiveness of the movement is unquestionable if one takes into consideration for example that in one year 2,200 person saw the "The present time" movie,

directed by Bacso, or 1,000 brigade members saw "The Life of Galilei" drama, by Brecht in the theatre of Debrecen.

Considering the improvement of intellectual abilities -as d by the interviews with the competitors- the competitors have improved their abilities in finding a right response in competitive situations, in speaking and writing and in coping with stress-situations, all of them having special importance in the education for social democracy.

Although a scientific method can not be found for the measurement of the effects of the RT movement on the structure of the pastime habits, we suppose that the movement influences the habits. The participants get acquainted with and exercise different methods and forms of collective learning in a non formal educational process: attend scientific lectures (given for the general public), which usually followed by discussions; participate in discussions with the managers of the factories, enterprises; meet and consult with writers, poets; go to theatres, movies and for drama and movie discussions and all of these are followed by self-educational processes.

We can form a correct judgement of the range of the movement only if we take into consideration the fact that merely the first round of the movement concerns every member of the competing brigades. In principle in this phase of the movement each brigade member studies for the competition, but from the second round just a five member group competes in the name of the whole brigade, which has usually 10-15 members. Thus, in spite of the

higher level of the second-fourth rounds, the first round has to be considered as the most significant part of the movement, because the first round concerns all the members of the brigades. The most important (and the most difficult) task of the movement is to raise the level of the first educational/competitive process by increasing the professional and organizational assistance.

The conclusion can be drawn that the RT movement is an important non formal public educational process, which is becoming not just a recreational process (which seem to be dominating the whole of non formal public education), but a significant means of self-education in community. This is a valuable feature of the RT movement.

C. PROCESS

C.1. Planning. The RT movement has its place in the meeting point of the democratization of culture and of the cultural democracy on the one hand; and on the other hand on the borderline of the central planning, which is based on the analysis of the needs and of the plans of the individuals and small groups. The main planning organization is the "Board of Adult Education" (belonging to the RT movement), its members are from the factories' cultural committees and from the brigades themselves, the representatives of factory management and the experts of the adult education. This board represents the

assessment of the needs (unfortunately without any collection of facts).

The social composition of the board allows the representation of mainly social and factory interests (and not the particular interest) in the determination of the requirements of RT movement. However the participants of the RT movement accepted the requirements -as important factors in their self-education-, and since there are more options it is easier the acceptance of the requirements.

C.2. Methods. We consider the methods of assisting education mainly here. First of all we have to assist in finding the educational materials and possibilities. We have to assure the necessary means in sufficient number for the accomplishment of the requirements of RT movement. It is not an easy task, because the work and possibilities of the libraries, cultural centers, movies, theatre, societies, museums etc. have to be coordinated (e.g.: a particular novel has to be available for 2-3 thousand people in a 3-4 month period). On the one hand we can take advantage of the opportunities provided by the mass media (TV programs, movies newspapers etc.). Those are accessible by everyone in their pastime. On the other hand we may organize educational assistance at the working places. By the evidence of studies concerning the RT movement the working places organized on an average 7-12 educational/cultural programs in the preparative period including all the four subjects of the

competition.

By a study (based on the interview of all the participants of the RT competition in 1973) concerning the efficient forms of adult education the rank order of the most useful methods was:

| | | |
|---|---|---|
| 1./ | Studying together in the brigade | 76.39% |
| 2./ | Studying alone | 75.75% |
| 3./ | Studying alone followed by consultation | 74.04% |
| 4./ | Educational lecture | 67.59% |
| 5./ | Author-reader meeting | 54.71% |
| 6./ | Movie-consultation | 51.25% |
| 7./ | Seminars | 48.77% |
| 8./ | Production conference | 48.00% |
| 9./ | Political report | 46.62% |
| 10./ | TV program followed by consultation | 45.78% |
| 11./ | Exhibition | 43.23% |
| 12./ | Practice in study group | 34.29% |

(in: Problems of adult education. Tankonyvkiado, Budapest 1978. p.257.)

Thirdly we may arrange expert's assistance in finding the proper forms of the evaluating competition. (C.f. 6. paragraph) It was difficult to find creative ideas and enough specialists in organization for the first round competitions in the first

period of the movement, when more than 100 factories participated in the competitions. There was a turning point in the attempt to achieve uniformity between all the first round competitions, when a methodological handbook was issued by the Kolcsey Cultural Center. ("Let's make a script together" by Vilmos Francz, Debrecen 1979. 112.p.) This handbook helped not only in organizing a high level competition, but propagated the international methods of andragogy.

The studies of RT movement have discovered a drawback in reinforcing the creative side of the competition: theatrical forms and affected manners often became superfluously dominant. The movement has to find for itself the balance of the different methods in the near future.

C.3 Improvement of the movement. By the well known thesis of Makarenko, the main characteristic of a community is its improvement and the main danger for a community is the interruption of the improvement. The RT movement has a future; it is a improving, differentiating and self-propagating movement. The proof of it is that -up to the last 3 years- the number of participants increased continuously. This must be the sign of the fulfillment of the participants' interest, since the RT movement is voluntary.

We have pointed out the improvement in the movement regarding the planning of its content. The option of the facultative subjects widened year after year (burdening the organizers, but

they accepted this challenge) and it has grown out to be a three year long preplanned educational program. Through the inclusion of facultative subjects (child psychology, pedagogy, the history of residence habitation, ethnography and sociology) increased the sphere of activity of the movement.

A significant possibility has been created for the increase of the number of the participants when the movement was divided into different levels. The study of the movement in 1973 proved that- at that time- it was a movement primarily for workers and workshop foremen having spent 8-12 years in formal education. For this very reason this competitive movement could not be considered as the only form of workers' education. On the other hand, attempts had to be made to reform the RT movement to make it capable to involve new groups with more or less formal educational backgrounds.

In examining the development of the RT movement in this attempt of reform we can recognize that the organizers of RT movement accepted the proposal of the study suggesting the organization of a higher level competition -following a Finnish experiment. According to this plan the organizers have developed a new branch of the RT movement in 1980: groups for self-directed education. The benefits of this branch are:

-Involving the highly educated workers into the RT movement.

-Developing the RT movement into a more profound, regular non formal adult education.

-Providing the possibility of free choice in the subjects for

the self-directed study-groups and its members. /The movement has taken an important step toward changing the perspectives of public education. (Previously public education was considered as a operation aiming at the undereducated, passive masses to whom the educated people brought the goods of culture, instead of considering all of the public as an object and a subject at the same time in the process of public education.- the translator.)/

-Resolving the dead-end situation within the RT movement by giving possibilities for further, continuous studies.

-Deepening and enforcing the unity of self-education and education by attempting to find the meaning and advantages of culture in the productive realm of society and in pastime activities.

We consider the organization of the self-directed educational branch of the RT movement as an exceptional outcome, and a precious value of the Hungarian public education.

The next problem was to find a solution for involving in the movement the less educated members of the working class. There have been several attempts, but we can not consider them being as successful as the self-directed educational branch of the RT movement. The essence of these attempts was the division of the competition into two levels: one for the beginner groups and the other for the advanced ones. In a similar way there was a division in the content of the study/competition. Unfortunately we do not have enough data to answer whether this method was

successful or failed to attract new strata to the movement. We do not consider this attempt to be a success since the changes in the form were not accompanied with conceptual changes. The mobilization of unskilled and semi-skilled workers is impossible without deep conceptual and methodical changes in the movement. It would have required to switch into the field of everyday culture, the everyday problems (e.g.: questions concerning the way of life, the health, the nutrition, the family circle, the life-conflicts, the laws of labor etc.) and the dominance of the questions answerable on the basis of inductive thinking. The evaluation itself could not be accomplished in a competition either; the movement should have found a method to "measure" changes in the everyday routine, in the manners, in the style of communication induced by the education process of the movement. We consider this as the most difficult problem of non formal public education and there have not yet been a successful attempt for solving it in the whole country. Thus, we can not condemn the RT movement for failing in this task. On the other hand we consider it as a useful act dividing the competition into two levels. This way the beginners get more attention in assisting them to overcome their complexes and the experienced competitors are given higher requirements.

C.4 Participation. The burden of recruitment for the RT movement is shared with the socialist brigades' movement. Since the general requirements of the latter expect the pledge for

cultural improvement of the brigades' members. It is possible that a brigade's member would not participate by his/her volition in the RT movement, but under the influence of the entire brigade. The brigades' pledge is an important factor in the process of recruitment, but it may become formal. Thus, without the force of conviction the personal commitment to self-education may lessen. The fight against the formalism must rather be the task of the sociopolitical organizations (e.g.:trade union) than of the educational institutions.

Discussion of the number and social composition of the RT movement's participants:

4.1. First of all we have to investigate the correspondence between the requirements of the RT movement and its achievements on the factory level. The RT movement has to find its primary subjects in the factories, since in principle all of the brigades' members take part in the factory-level competitions. The organizers of RT movement must not have illusions considering the possibilities on the factory-level.

The participation in the RT movement is a voluntary social pledge. There is no means to force the adherence to this pledge and many other factors exercise an influence on the fulfillment of the pledge. In the future the controllers of the RT movement have to investigate these influencing factors. Thus, in the following we present the available statistical data without any explanation: 20% of the registered persons do not participate in

any action undertaken by the movement. 10-20% drop out in the course of preparations. 60% of the registered members participate on the factory-level competition. Considering the 15-20 thousand registrations, the latter represents 8-10 thousand competitors yearly. Other forms of non formal adult education can not demonstrate such a big participation. For this reason we consider the factory-level competitions having the greatest potential. It is an unanswered question whether the RT movement has paid proper attention to the factory level of the movement. First of all we do not have at our disposal the necessary information. Secondly, the factory-level competitions are the most difficult to influence directly by the experts of the RT movement. Thirdly, the quality and possibilities of the factory-level competitions depend entirely on the consciousness of the local sociopolitical, economical and cultural leaders. Thus, the factory-level of the RT movement is full of contradictions, uneven and it does not show up to be as important as it ought to be according to the requirements. One manifestation of the contradictions is that the continuous assistance of the experts was not provided at the factory level, although the experts' assistance to the higher level competitions was always available. The RT movement failed to provide permanent assistance of experts (especially in the humanities) in the interconnected process of planning, educating and evaluating. Although, the harmonization of the different levels of RT movement is unimaginable without continuous activities of the experts. We can support the above statement

with an example:In the program-document of 1971 can be read (p.10.) that every member of the brigade is obliged to read a novel of a Hungarian and of a foreign author, to see 2 theatrical performances, to watch 2 of the 9 recommended movies etc. The requirements are useful only if they are considerable as the purpose of the participants and verifiable by a jury. The RT movement was not able to accomplish this task, because the competition organized in groups do not measure and verify the individual achievements. During the competitions the groups receive tasks to perform and they answer questions. The nature of those questions and tasks determine whether the juries are able to measure the achievement of the groups. The development of the RT movement is impossible without the improvement of the processes of the organization, preparation, education and evaluation on the factory-levels. The conditions for significant achievements are of sociopolitical, organizational and personal nature.

4.2. The competitions on the higher level (the branch of production competitions, the semi-finals and the final) have their problems, too. On the one hand there were complaints against the five-member groups competing on behalf of the brigades. On the other hand there were complaints concerning the specialization of the competitors. Nevertheless it is generally acknowledged that the competition represents a high level educational process. The evaluating questions and tasks require

more creative thinking and encyclopedic knowledge and higher level communication abilities then the tasks/questions of the factory-level.

These competitions involve less people (about 5-6 thousand yearly) than the competition of the factory level. According to a study -based on interviews with 100 members of 8 brigades- 47% of the interviewed competed in a five years interval. Between 1,500 and 2,000 people were involved in each subject area which are significant numbers even considering their specialization in the study process. (They must have acquired some ideas about the other fields in which they were not directly involved.) We share the view of those who consider exaggerated the requirement of simultaneous study in 4-5 fields. Experts for every single subjects emerged in the brigades. These experts might become the influential mediators in real life. We have to accept the fact that the improvement of the knowledge of the competitors is higher in the compulsory subjects than in the facultative subjects. But we do not have to give up the requirement of versatile study. We can motivate the contestants to adhere to this requirement e.g.:by proposing special questions to the non-expert members of the competing group.

D. INPUTS

D.1 Participants: We have described the actual participants in details in the previous chapter. It is still necessary to

examine the time devoted for education in the RT movement. The preparation of the "time-sheet" of the participants of the movement is difficult owing to the various involved activities. The interviews discovered by inquiring about the time devoted for the accomplishment of the requirements of the movement that altogether 15,970 hours were devoted for the RT movement by 234 groups: 68 hours per group on an average. This period was used as follows:

| | |
|---|---|
| - studying | 34.8 hours |
| - factory-level competition | 10.9 hours |
| - county semi-finals | 9.65 hours |
| - county finals | 4.54 hours |
| - other programs of RT movement | 8.33 hours |

(The data are from the studies of Vilmos Francz.)

68 hour per group divided into 2 hours educational sessions per week comes to 34 educational programs (containing the periods for reading, for theatre-going and for watching educational programs on TV). This period is longer than the period devoted for education in other movements/programs, even if we take into account that the subjective estimation is never exact (in this case it is overestimation).

The interviews made with the participants and nonparticipants have proved that the RT movement may have reserves among the

young workers and among the workers of small enterprises and rural factories. The nonparticipants do not have any aversion to the RT movement.

D.2 Content requirements (Needs). The influence/effectiveness-research have proved that the centrally determined requirements are founded on real needs. The competitors accepted the requirements although the analysis of the workers' needs have not been done thoroughly prior to the formulation of those requirements. The proof of acceptance is first of all that many of the participants have repeatedly taken part in the RT movement. Second, enquiries conducted by the organizers of the movement did not find essential complaints concerning the requirements. Certainly the most important task of the RT movement is to discover the workers' educational needs and to comprise these needs into new requirements.

D.3 Staff. It is not easy to define the number of staff considered necessary to the RT movement, since the organizational structure of it is far-reaching. On the county level the RT movement requires a fulltime employee for directing the movement organizationally and conceptually and another 4-5 employees (half and quarter-time) for each field of the RT movement. In the county council of trade unions the RT movement has 2 half-time positions. On the factory level (in the big factories) the RT movement has 2 fulltime employees, one from the factory-trade

union and the other from the cultural committee of the factory. There are other 3-4 technical employees for 3-4 days on both levels in the competing periods. Converting the latter into fulltime equivalent, the yield is another 4 jobs.

D.4 Content. C.f.: B, C.1 and D.2 chapters.

D.5 Financial matters. Financial data are available only from the year of 1973 and of 1986. The financial matters of the RT movement were taken care jointly by all the organizers in 1973. The bigger part of the expenses were covered by the factories and enterprises. The financial possibilities are defined by the collective bargaining agreements in the factories. Generally the amount of money for cultural purposes is 1.5-2 % of the income of the factory. Certainly, this amount cannot be spent solely for the RT movement. 14 factories had 1,006,173 Forint (1 US $=50 Forint) for cultural purposes in 1973. The RT movement's share was 14.3%, that is 144,814 Forint. This amount was supplemented with 120,000 Forint by the county and city councils and by the Kolcsey Cultural Center. At that time there were 365 competing socialist brigades having altogether 4,898 members. The financial assistance per participant was only 54 Forint per year. It was a very little amount compared with the expenses of other cultural movements.

The money of the RT movement was used as prizes and as financial aid to the preparations and propagation of the

movement. 50-60% of the amount served as prizes. The winning team of every competing level got between 1,000 Forint and 15,000 Forint, as a prize. 10-20% of the amount was spent for preparation and publicity. That amount for publicity was much less than it would had been necessary. The development of the RT movement was the most consistent in factories where the rewards and the propagation shared equally in the available money.

In 1986 the RT movement had altogether 504,148 Forints from the following supporters:

| | |
|---|---|
| KC | 346,148 Forint |
| County-Council of Trade Unions | 70,000 Forint |
| City-Council of Debrecen | 60,000 Forint |
| Small factories | 28,000 Forint |
| | 504,148 Forint |

This amount was approximately the same as in other years. In 1973 when there were 19,000 participants, 28 Forint per participant was the financial assistance. In 1986, when there were 11,000 participants, 45 Forint per participant was the financial assistance. In the concerned 13 years period there have been 50% inflation thus, the financial assistance per participant decreased.

The RT movement has a peculiar economical value: This movement was able to integrate the financial possibilities of the different organizations and utilized the financial means of the

factories for the workers' cultural improvement. The previous amounts do not contain the wages of the RT movement's staff. The latter give an additional 320,000 (4 times 80,000 Forint) Forint yearly to the expenses of the movement.(Although the responsibilities of the staff go beyond the RT movement.)

D.7 Comments. It has been mentioned that two studies have been carried out concerning the whole of the RT movement. There are at least 15-20 other studies dealing with different aspects of the movement. All of the studies (with every available documents) can be found in the data center of the Adult Educational Studio of KC. (Address: Hunyadi ut 1-3. Debrecen 4026, Hungary)

The director of the Adult Educational Studio and, at the same time, the expert of the RT movement is Vilmos Francz. He is available for information concerning questions about the RT movement.

May 27, 1987. Debrecen.

# A WORLD PERSPECTIVE:
# AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

## Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
2. Needs (indication that a problem or educational need existed that the program should address)
3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
4. Content (major subject matter fields)
5. Finances (money and in-kind support from any source)
To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
6. Facilities, equipment, materials
7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.